

SECURITY INFORMATION

TRAINING FOR OVERSEAS INSTRUCTORS:  
A Preliminary Study of the Problem

I. PREMISES

Major functions\* in the instructional situation, together with some of their chief characteristics, are as follows:

A. Instructor's Functions

1. Management of the enterprise  
The enterprise exists for the purpose of accomplishing significant changes in the students in relation to objectives established by its sponsors.
2. Presentation of information and ideas  
The method of presentation should vary purposefully.
  - a. Variety is desirable because:
    - (1) It reduces monotony and fatigue, which interfere with learning.
    - (2) Without duplication, it provides repetition, which aids learning.
    - (3) Individuals vary in susceptibility to different methods.
  - b. Selection of one method rather than another should be based not upon general preferences or conventions but upon decision as to which works most efficiently for a specific purpose in a specific situation.
    - (1) One method often is much more effective than another for a particular purpose. For example, demonstration generally is the most efficient single method for presenting a physical operation.
    - (2) A method that is very effective in one situation may be worthless in another. For example, reading is an effective method of instructing graduate students, but worthless with illiterates.
    - (3) Because of variations among individuals, it is best to use two or more methods for the same topic. For example, with literate students, a combination of lecture and reading can be made much more effective than either method separately.

B. Student's Functions

1. Absorption of information and ideas  
This depends upon:
  - a. Getting the essentials straight in the first place.
  - b. Referring to them in the process of digestion.
  - c. Connecting them with previously acquired knowledge.
  - d. Using them fairly promptly.
2. Development of skills of thinking and acting  
This requires repeated use under circumstances as realistic as possible.

\*The fact that assessment and evaluation, for example, are included here as incidental elements, implies no lack of awareness of their importance.

## II. INFERENCES

A. The premises set forth in Section I should be established as guiding principles for instructional programs overseas. For example:

### 1. Management

- a. The program should be geared to the difference between what is wanted in the person after training and what the person has before training.
- b. Such planning requires clear delineation of what is wanted and accurate determination of what is had, both before and after training.

### 2. Presentation

- a. Demonstration should be used with any subject that can be demonstrated.
  - (1) Even literate students are likely to understand it better than either lecture or reading.
  - (2) It greatly reduces the handicaps of illiteracy and of language differences.
- b. Reading and lecturing should be intelligently balanced.
  - (1) With students who can read and who can understand the language of the instructor, one is generally about as effective as the other. Hence:
    - (a) The program should rely about as much upon reading as upon lecturing.
    - (b) In presenting the more important topics, both reading and lecture should be used.
  - (2) With students who can read their own language but who cannot understand the language of the instructor, reading should completely replace lecture. Thus the need for oral translation can be reduced to that required for essential discussions and for such explanation of demonstrations as cannot efficiently be accomplished in print.
- c. Discussion should be used to reveal individual deficiencies in learning and to clarify understandings.

### 3. Absorption

- a. So that the student may get the essentials straight and be able to refer to them, he should be provided with printed matter geared to his degree of literacy even though he has heard or will hear lectures on the same material.
- b. So that the student may connect what he learns with what he knows and thinks, the whole program must be geared to his kind of person rather than to the above-average American college graduate. Hence, his kind of person must be very clearly perceived by the instructor.

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4. Development of skills  
This can be dependably achieved only by repeated use in all those types of thinking and acting in which skills are sought.
- B. The premises set forth in Section I should also be reflected in a program here for persons who will instruct overseas. For example:
  1. Management
    - a. Because all staff members are regarded as potential instructors, much of what an instructor needs is already included in the regular courses.
    - b. With sharpened awareness of the instructor-training function, regular courses could advantageously strengthen this phase of their work.
    - c. An instructor-training program per se should be conceived not as a separate entity but as a supplement to the regular training.
  2. Presentation
    - a. The program should rely at least as much upon reading as upon lecture for presenting information and ideas.
    - b. Demonstration and discussion should be important methods of presentation.
  3. Absorption
    - a. So that the student may get the essentials straight and be able to refer to them, he should be provided not only with written discourses but with at least outlines of what is presented by lecture.
    - b. So that the student may connect method with subject matter, he should be provided with outlines of the essentials of at least those courses directly related to what he will be teaching in the field.
    - c. So that students may use what they learn, a substantial proportion of available time should be devoted to preparing and presenting instructional experiments.
  4. Development of skills of thinking and acting  
The total program should include successive student performances, each followed by individual evaluations and suggestions for future improvement.

### III. CONCLUSIONS

So that TR(C) may have a sound basis for undertaking to prepare overseas instructors, it would seem reasonable:

- A. On general theory  
To endorse such general theory as is summarized in Sections I and II of this paper: Premises and Inferences.

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- B. On overseas instruction  
To consult with the appropriate officers of OSO and OPC in order to determine the extent to which:
1. We are in agreement as to the nature of the problem and as to appropriate means for dealing with it.
  2. Appropriate instructional materials in the necessary languages are being prepared.
- C. On instructor training here  
To develop a program along the following lines:
1. In regular courses--by modifications in such fashion as:
    - a. To accomplish in them as much as possible toward the preparation of future instructors.
    - b. To find in them points to which supplementary instruction and practice for future instructors can be geared.
  2. In a special program for instructors--in three phases:
    - a. The general nature of the program made clear in early meetings of the BOC.
    - b. As high a proportion as feasible geared in at various points as supplements to regular courses. (For example, at certain points such as problems, future instructors could function as assistants to regular instructors.)
    - c. Specifically for future instructors, a special period, likely a week, of instruction, seminar, and practice following the regular series of courses.
  3. With special instructional material for future instructors--to be developed and used thus:
    - a. Prepare material for portfolios to contain at least outlines of what we undertake to teach (1) about instruction and (2) about those clandestine operations closest to what the student-instructors will teach in the field.
    - b. Have this material classified SECRET.
    - c. As soon as a man is selected to be an overseas instructor, issue him a portfolio binder (to be stored in TR(C)) containing outlines of basic materials in those courses he has already taken that are close to what he will teach.
    - d. Issue him similar material for other courses as he takes them.
    - e. Consider letting him interleaf notebook pages and take brief additional notes, but forbidding any notes on cases that are not overt or completely sterilized.
    - f. Have him turn in his portfolio when he leaves TR(C).
    - g. Arrange to send it to him upon request and under proper security provisions when he has arrived at his instructional post.

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